

Challenge Grant II Program Evaluation Survey

This survey will become part of your county's Challenge II contract with the Board of Corrections. For purposes of this survey:

- “Program” refers to a defined set of interventions that will be given to a specified research sample in order to evaluate well-stated hypotheses.
- “Research Design” refers to the procedures you will use to test the stated hypotheses for your Program. In some instances you will have more than one Research Design for a Program, in which case a separate survey must be completed for each Research Design.
- “Project” refers to all the work that you propose to do with Challenge Grant II. For example, if you have two Programs and two Research Designs for each Program, the entire effort would constitute your Project (and you would complete four surveys).

To simplify the task of completing this survey, we refer you to several sources; 1) the initial Research Design Summary Form, 2) your Program’s responses to the technical compliance issues identified during the grant review, and 3) the Request for Additional Information form distributed at the Challenge II Evaluators Meeting on June 23, 1999. If no additional information was requested of a particular item on the Research Design Summary Form, enter the original text into the appropriate space below. If more information was requested, provide a more complete response. In either case, please provide the additional information requested by any follow-up question.

1.	County: Humboldt	
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2. **Program Name:** Current Challenge Grant participants have found it useful to pick a name that helps them to create a Program identity (two examples are the “IDEA” Program and the “Home Run” Program). Indicate the title you will be using to refer to your Program.

New Horizons

3. **Treatment Interventions:** Describe the components of the Program that you will be evaluating. Another way of saying this is, "Describe how the 'treatment' juveniles (those in the Program) will be treated differently than the comparison juveniles (e.g., more intensive supervision, more thorough assessment, a wider range of services, more aggressive case management, better aftercare, etc.)."

1. Residence in controlled, structured environment with transition to community setting.
2. Individualized case plans and goals.
3. Multi-agency treatment team with aggressive management of cases.
4. Individualized educational program through Court School program.
5. Intensive Day Treatment by Mental Health Staff.
6. Life skills education.

3(a). The table below contains an exhaustive list of interventions that might be part of your Program. Use the appropriate number to distinguish the recipients, if any, of each of these interventions. If a particular intervention will not be part of your Program, please write a "0" in the box.

"1" - Treatment group only

"2" - Both groups with differences in specific intervention

"3" = Both groups with no differences in specific intervention

"4" = Comparison Group Only

2	Multi-disciplinary assessment to identify needs/plan interventions	0	Single point of entry/one-stop service center
1	Day Reporting Center	1	Multidisciplinary case management
0	Community Resource/Service Center	0	Restorative Justice Program
0	Neighborhood based prevention activities	0	Victim mediation/restoration
0	Teen Court	1	Institutional commitment
0	Neighborhood Accountability Boards	1	Transitional care
0	Victim advocacy	0	Voice tracking
2	On-site school	0	Community-oriented problem solving
0	Homework assistance	0	Reconciliation
0	Language proficiency development	0	Rigorous academic program
0	Monitor truancy through contact with schools	0	Tutoring
0	Probation officers on site: Prevention	0	ESL instruction
1	Probation officers on site: Intervention	0	Educational incentives
1	Social skills development	0	Mentoring
1	Life skills counseling	2	Life skills training
0	Youth leadership development	1	Swift and certain response
1	Parenting training - for youth	0	Emancipation skills training
2	Mental health counseling	1	Parenting training - for parents of youth
1	Family counseling	0	Sexual abuse counseling
0	Family counseling with involvement of extended family	1	Parenting counseling
0	Family conferencing	0	Parental prosecution
0	Family re-unification	0	Create multi-family support groups
0	Respite care	0	CPS referral
0	Family mentors	1	Medical services
0	Peer counseling	0	Physical therapy
1	Health education	1	Conflict resolution services
1	Conflict resolution training	0	Financial support

1	Anger management	1	Residential care
0	Finance management training	0	Clothing
0	Housing and food	1	Use of probation volunteers
0	Expedited case assignment and management	1	Vocational counseling
0	Community based restorative justice	0	Employment
0	Vocational training	0	Community service - paid
0	Job placement	1	Community service - unpaid
2	Pay restitution		Transportation
2	Intensive probation supervision	0	Behavioral contract
4	Probation supervision, not intensive	0	Speech therapy
2	Recreation activities	0	Outreach workers
0	After school programs	1	Other (Specify): Victim Impact Awareness
0	Crisis intervention	1	Other (Specify): Drug Testing
0	Electronic monitoring		Other (Specify):
2	Alcohol abuse counseling and support		Other (Specify):
2	Substance abuse counseling and support		Other (Specify):
1	Increase PO contact with other community agencies serving the family/youth (e.g., schools, mental health)		Other (Specify):

4. **Research Design:** Describe the Research Design that you will be using. Issues to be addressed here include the name of the design (e.g., true experimental design), the use of random assignment, and any special features that you will include in the design (e.g., the type of comparison group you will use for quasi-experimental designs).

Quasi-experimental design with historical comparison group.

Comparisons between experimental and control group members using SOC instruments (when available on control group members) will be made at initial assessment and after one year. Comparisons of the groups in terms of Risk/Resiliency Check-Up scores will be made at initial assessment, at six months, at twelve months, and at eighteen months. Likewise, comparisons of the groups in terms of arrests, rate of successful placements, school attendance, substance abuse, and rate of completed court-ordered responsibilities will be made at initial assessment, at six months, at one year, and at eighteen months.

- 4a. Check (✓) the statement below that best describes your Research Design. If you find that you need to check more than one statement (e.g., True experimental and Quasi-experimental), you are using more than one Research Design and will need to complete a separate copy of the survey for the other design(s). Also, check the statements that describe the comparisons you will be making as part of your Research Design.

Research Design (Check One)	
<input type="checkbox"/>	True experimental with random assignment to treatment and comparison groups
<input type="checkbox"/>	Quasi-experimental with matched contemporaneous groups (treatment and comparison)
<input checked="" type="checkbox"/>	Quasi-experimental with matched historical group
<input type="checkbox"/>	Other (Specify)
Comparisons (Check all that apply)	
<input type="checkbox"/>	Post-Program, Single Assessment
<input type="checkbox"/>	Post-Program, Repeated Assessments (e.g., 6 and 12 months after program separation)
<input type="checkbox"/>	Pre-Post Assessment with Single Post-Program Assessment
<input checked="" type="checkbox"/>	Pre-Post Assessment with Repeated Post-Program Assessments (e.g., 6 and 12 months after program separation)
<input checked="" type="checkbox"/>	Other (Specify): See 4 above

- 4b. If you are using a historical comparison group, describe how you will control for period and cohort effects.

Examining socioeconomic data for the comparison period with data for current period. Information sources include Humboldt County Economical Demographic Almanac; Summary of Humboldt County's Existing Needs Assessments 1995 and 1999; and various government agency reports.

5. **Cost/Benefit Analysis:** Indicate by checking "yes" or "no" whether or not you will be conducting a Program cost/benefit analysis that includes at least: a) the cost per juvenile of providing the interventions to the treatment and comparison groups; b) the cost savings to your county represented by the effectiveness of the treatment interventions; and, c) your assessment of the program's future (e.g., it will continue as is, be changed significantly, be dropped) given the results of the cost/benefit analysis.

Cost/Benefit Analysis	
X	Yes
	No

- 5a. If you will perform a cost/benefit analysis, describe how that analysis will be performed.

Compare cost of services including Mental Health, Foster Homes, and Group Homes.

Calculate average cost per minor.

Compare new offenses and seriousness of offenses.

Compare cost of placement during follow-up period.

6. **Target Population:** This refers to the criteria that treatment and comparison subjects must meet in order to be able to participate in the research. Target criteria might include age, gender, risk level, legal history, wardship status, geographical area of residence, etc.

Please provide a detailed description of the criteria you will be using and how you will measure those criteria to determine eligibility (e.g., school failure as measured by suspensions/expulsions or by low grade point average)

1. Age 12-18.
2. WIC 602 Ward of the Court.
3. Meet Specialty Mental Health Consolidation Diagnosis (see Attachment A).
4. Removed or at risk of removal from home.
5. Has no exclusionary criteria indicated on NCRF Target Population Checklist (see Attachment B).

- 6a. Describe any standardized instruments or procedures that will be used to determine eligibility for Program participation, and the eligibility criteria associated with each (e.g., "high risk" as measured by the XYZ risk assessment instrument, a score of "X" on the CASI, etc.).

1. NCRF Target Population Checklist (see Attachment B)

7. **Sample Size:** This refers to the number of juveniles who will participate in the treatment and comparison samples during the entire course of the research. Of course, in any applied research program, subjects drop out for various reasons (e.g., moving out of the county, failure to complete the program, etc). In addition, there will probably be juveniles who participate in the Program you will be researching and not be part of the research sample (e.g., they may not meet one or more of the criteria for participation in the research, or they may enter into the Program too late for you to conduct the mandatory minimum of six months follow up of the juvenile after Program completion). **Using the table below,** indicate the number of juveniles who will complete the treatment interventions or comparison group interventions, plus the minimum six months follow up period. This also will be the number of subjects that you will be including in your statistical hypothesis testing to evaluate the Program outcomes. Provide a breakdown of the sample sizes for each of the three Program years, as well as the total Program. Under **Unit of Analysis**, check the box that best describes the unit of analysis you will be using in your design.

Sample Sizes (Write the expected number in each group)			
Program Year	Treatment Group		Comparison Group
First Year	32		32
Second Year	43		43
Third Year	0		0
Total	75		75
Unit of Analysis (Check one)			
<input checked="" type="checkbox"/>	Individual Youth	<input type="checkbox"/>	Family
<input type="checkbox"/>	School	<input type="checkbox"/>	Geographic Area (e.g., neighborhood)
<input type="checkbox"/>	Other	<input type="checkbox"/>	Other:

Note: Identification of juveniles for Treatment Group will be completed by end of the second year so as to allow for full 6 months of treatment and 6 months aftercare programming. (See Attachment C)

8. **Key Dates:**
- “Program Operational” is the date that the first treatment subject will start in the Program.
 - “Final Treatment Completion” is the date when the last treatment subject in the research sample will finish the interventions that constitute the Program (and before the start of the follow up period).
 - “Final Follow Up Data” is the date when the last follow-up data will be gathered on a research subject (e.g., six months after the last subject completes the treatment interventions or whenever these data will become available).

Program Operational Date: 08/30/99
 Final Treatment Completion Date: 1/01/02
 Final Data Gathering Date: 08/31/02

NOTE: Critical elements of the treatment program are in place beginning 8/31/99. The final 12 minors exiting the treatment program after 3/1/02 (3 per month) will have the following graduated follow-up histories (See Attachment C).

Exit Date	Mos. of Follow-up
3/31/02	5
4/30/02	4
5/31/02	3
6/30/02	2

9. **Matching Criteria:** Whether or not you are using a true experimental design, please indicate the variables that you will be tracking to assess comparability between the groups. Matching criteria might include: age, gender, ethnicity, socioeconomic status, criminal history, parental criminal history, etc.

Risk results profiles based upon available System of Care instruments and other assessments such as the Risk/Resiliency Check-Up and Results Mapping Technique.

Gender

Ethnicity

Age

Mental Health Diagnosis

- 9a. After each characteristic listed above, describe how it will be measured.

In addition to matching experimental and control group members in terms of gender, ethnicity, and age, an effort will be made to match members of both groups in terms of risk level. SOC risk assessment instruments and the Risk/Resiliency Check-Up have been selected for use in risk assessment. Both the SOC instruments and the Risk/Resiliency Check-Up will be administered to all experimental group members. Control group members will be matched with experimental group members using both SOC and Risk/Resiliency Check-Up data, in those cases where the SOC instruments were administered to control group youths. In those cases where SOC instruments were not administered to control group youths, matching will be done using only Risk/Resiliency Check-Up scores, calculated retrospectively based on information in case files and interviews with practitioners.

- 9b. Which of these characteristics, if unequally distributed between the treatment and comparison groups, would complicate or confound the tests of your hypotheses? How will you manage that problem?

All of the matching variables, if unequally distributed between treatment and comparison groups, would complicate or confound tests of our hypotheses. To the extent that such unequal distribution is found to exist, we will manage the problem statistically by comparing process and outcome measures of sub-groups who do have matching characteristics even if their numbers are unequal. Imagine as a hypothetical case a situation in which the experimental group has a significantly lower Youth Self Report Delinquency Sub-Scale score ($p < .01$) than the control group. Imagine that it were also found that 40% percent of the experimental group and 70% of the control group were males. To determine whether the score difference is due to the gender imbalance between the groups rather than to the differences in treatment received by the groups, statistical comparisons would be made between male experimentals and controls and female experimentals and controls, as well as between aggregated males and females, on mean Youth Self Report Delinquency Sub-Scale scores.

- 9c. If you are using an historical comparison group, describe how you will ensure comparability (in terms of target population and matching characteristics) between the groups.

Group members will be individually matched.

10. **Comparison Group:** The intent here is to document the kind of comparison group you will using. If you are using a true experimental design, the comparison group will be randomly selected from the same subject pool as the treatment subjects - in that case enter "true experimental design" in the space below. However, for quasi-experimental designs, the comparison group might come from a number of different sources such as: matched schools, matched geographical areas, other matched counties, a matched historical group, etc.

Please identify the source of your comparison group.

Prior cases identified by the Family Intervention Team as high risk and placed in residential group homes or specialized programs. Cases will be analyzed to see that they meet the criteria on the NCRF Target Population Checklist.

11. **Assessment Process:** The intent here is to summarize the assessment process that will determine the nature of the interventions that the juveniles in the treatment group will receive. For example, psychological testing, multi-agency and/or multi-disciplinary assessments, etc.
- Multi-Agency assessment by FIT and New Horizons Team
Mental Health assessment
Educational assessment
- 11a. Describe any standardized assessment instruments that will be administered to all treatment group subjects for the purposes of identifying appropriate interventions.
- Wide Range Achievement Test (WRAT)
Child and Family Functional Assessment Scale (CAFAS)
Youth Self Report (YSB)
Child Behavior List (CBCL)
Restrictiveness of Living Environment Scale (ROLES)
- 11b. Identify, which assessment instruments, if any, will also be administered to comparison group subjects.
- Since the instruments are standard System of Care measures, many of the historical comparison group will have them on file. For those who do not, case file analysis will be performed to determine if the same information can be approximated.
12. **Treatment Group Eligibility:** Indicate the process by which juveniles will be selected into the pool from which treatment subjects will be chosen. This process might include referral by a judge, referral by a school official, referral by a law enforcement officer, administration of a risk assessment instrument, etc.
- Must be a ward of the court.
Minor screened by Mental Health Clinician using NCRF Target Population Checklist.
Assessment by multi-agency Family Intervention Team.
Final eligibility screening by the New Horizons Team.
13. **Comparison Group Eligibility:** Indicate the process by which juveniles will be selected into the pool from which comparison subjects will be chosen. For true experimental designs, this process will be the same as for treatment subjects.
- Prior cases identified by the Family Intervention Team as high risk and placed in residential group homes or specialized programs. Cases will be analyzed to see that they meet the criteria on the NCRF Target Population Checklist
- 13a. If procedures for determining the eligibility of participants for the Comparison Group differ from those described in 12, please describe them. If different procedures are used, how will you ensure comparability of the two groups on critical characteristics?
- Different procedure necessitated by use of historical comparison group. Eligibility procedure is described above.
Comparability will be insured by identifying a matching case for each program case.

Variable	Score/Scale	Additional Information	Significance Test
Successful Family Placement	ROLES Score	When actual scores are not available, case file analysis will attempt to approximate indicator.	ANOVA
Recidivism (new offenses)	Count	“	CHI SQUARE
Completion of Restitution	% Completed	“	
Completion of Work Hours	% Completed	“	
Family Functioning	Fam. Emp. Scales	“	ANOVA
Academic Achievement	WRAT Score	“	“
School Attendance	% of Possible	“	ANOVA OR CHI SQ.
Family Attitudes	Fam. Emp. Scales	“	“
Youth Self esteem & functioning	YSR	“	“
Client Satisfaction	CSQ-8	“	“
Community Attachment	CAFAS	“	“
Risk Assessment	Risk-Resiliency Checkup	“	“
Substance Abuse	0-2	Practitioner rating of no, occ, freq	“

14. **Outcome Variables:** In the table above, list some of the most important outcome variables that you are hypothesizing will be positively affected by your Program. Possibilities include grade point average, truancy, arrest rate, successful completion of probation, petitions sustained, alcohol and drug problems, risk classification, etc.
15. **Score/Scale:** To “measure” the effects produced by your Program, you must put the variable in question on some sort of measuring scale (e.g., a test score, a count of occurrences, a rating scale, a change score indicating education achievement progress). For each variable for which you are making a hypothesis, indicate in the table above the measurement that you will be statistically analyzing when you test your hypothesis.
16. **Additional Information:** To explain more fully how you intend to test your hypothesis, you might find it helpful to supply additional information. For example, you might intend to partition the data by gender or make differential hypotheses for different age ranges. Supplying “additional information” is optional; but if there is some aspect of the hypotheses testing that is important for us to know about, please supply it in this section in the table above.
- 16a. For each outcome variable that will not be measured by a standardized assessment procedure, describe the procedures that will be used. For instance, if your county has developed a risk-assessment tool that you will be using to measure change, please describe how it works.

Risk Assessment, using the Risk/Resiliency Check-Up developed by Justice System Assessment and Training, will be done at entry, during treatment and at the conclusion of treatment.
17. **Significance Test:** In order for a statistical procedure to be the appropriate test of a particular hypothesis, certain assumptions must be met. It is critical at the outset of a research design to make sure that the measuring devices, measuring scales, samples, and methodology produce the kind of data that fit the requirements of the intended statistical procedure. In this section in the table above, please list your choice for the testing of your hypothesis, given the research design you have chosen, the measurement you will use, and the data you will be collecting.

- 14a. The table below contains an exhaustive list of the outcomes for which hypotheses have been developed by different Challenge II Programs. In the column to the left, check (✓) those outcomes that will be evaluated as part of your research design. For each such item, check the boxes to the right if you will also be collecting data for this variable for the period preceding program entry (Pre-Program) and/or for the period during program participation (During Program).

✓ Here if Applicable	Outcome	✓ Here if Data Will Also be Collected for Conduct/Status Prior to or During Program	
		Pre-Program	During Program
X	Risk Factors	X	X
	Time to Complete Risk Assessment		
X	Arrest/Referral (any)	X	X
X	# of Arrests/Referrals	X	X
X	Type(s) of Arrest(s)/Referral(s)	X	X
X	Petitions Filed (any)	X	X
X	Sustained Petitions (any)	X	X
X	# of Sustained Petitions	X	X
X	Type(s) of Sustained Petition(s)	X	X
X	Adult Convictions (any)		X
	# of Adult Convictions		
X	Type(s) of Adult Convictions		X
X	Institutional Commitment (any)	X	X
X	# of Institutional Commitments	X	X
X	Commitment Time	X	X
	Completion of Institutional Commitment		
X	Restitution Ordered	X	X
X	Restitution Amount	X	X
X	Restitution Paid	X	X
X	Amount of Restitution Paid	X	X
X	Court-Ordered Work	X	X
X	Court-Ordered Work Hours	X	X
X	Court-Ordered Work Completed	X	X
X	# of Court-Ordered Work Hours Completed	X	X
X	Court-Ordered Community Service	X	X
X	Court-Ordered Community Service Hours	X	X
X	Court-Ordered Community Service Completed	X	X
X	# of Court-Ordered Community Service Hours Completed	X	X
X	Education-Enrollment Status	X	
X	Education-Grade Level	X	X
X	Education-Credits Earned	X	X
	Education-Grade Point Average		
X	Education-Expulsions	X	X
X	Education-Suspensions	X	X
X	Gang Involvement	X	X
X	Alcohol Use	X	X
X	Drug Use	X	X
X	Runaway	X	X
X	Wardship Status	X	X
	Informal Probation Status		
	Contacts with Probation Officer		
X	Family Functioning	X	X

✓ Here if Applicable	Outcome	✓ Here if Data Will Also be Collected for Conduct/Status Prior to or During Program	
		Pre-Program	During Program
X	Self Esteem	X	X
	Use of Community Services		
	Self-Protective/Avoidance Behavior		
X	Client Satisfaction	X	X
X	Family Attitudes	X	X
	Social Skills		
	Pregnancy/Child Birth Rate		
X	Perceived Control Over Life	X	X
X	Community Attachment – Sense of Membership	X	X
	Time to Initiate Supervision		
	Referrals to Community Agencies		
	Other (Specify):		

NOTE: All data during program to be collected for six month follow-up period, with the exception of system of care data which will be collected at one year post-program.

The following questions are supplemental to the Research Design Summary Form and will help us understand how you intend to manage data collected for this project.

18. What additional background information (if any) will be collected for the participants (both treatment and comparison)? For instance, will you gather information about family criminal background, drug involvement, parent attitudes, etc. If so, what will be collected and how?

Family Criminal background - parents, siblings - record checks.
Child Abuse & Neglect - Child Abuse Reports, CWS Actions, 300 Petitions

19. How will the process evaluation be performed? What components will be addressed and how will they be measured (e.g., services available and frequency of use of those services by each participant)? What is the timeframe for gathering process-related information? What recording mechanisms will be used? If descriptive or statistical analyses will be performed, please describe what they will be.

1. Monitoring of progress through program – weekly review by Team of individual case goals.
2. Log of child's activities and services/programs/interventions.
3. Assessment to which Wraparound Services model is adapted and included in the program.

20. Describe how you will document services received by the treatment and comparison group members. Examples are: how many family counseling sessions did the family attend, how intense (and by what measure) was the drug treatment, did the subject complete the interventions, etc.?

1. How many counseling sessions of what type for child and family.
2. Independent Living Services activities participated in.
3. Programs participated in.
4. Number of assigned family activities/tasks successfully completed.
5. Service adequacy assessments will be made, based on risk assessment data and service plan data, to determine the extent to which clients' criminogenic needs are being met.

21. What will be the criteria for completion of the program? For instance, will the Program run for a specified amount of time irrespective of participants' growth or lack thereof? If so, how long? Alternatively, will completion be determined by the participants' having achieved a particular outcome? If so, what will that outcome(s) be and how will it be measured? Examples are decreased risk as measured by a particular instrument, improved academic performance, etc.

Residential program is up to 180 days.

- Minors will progress through program by successfully completing program levels.
- Levels are based upon point scores earned for behavior and progress toward treatment goals
- Level is completed when specific behavioral and therapeutic requirements have been attained.
- Residential program is completed when appropriate earned point totals and treatment goals have been met.

Aftercare program is 180 days.

- Minors will be in compliance with conditions of probation.
- Minors will be cooperating with their established individualized treatment plan.
- No new 602 petitions.
- Minors will have a stable residential placement.
- Minors will be attending and productive in school.

22. If Program completion will be linked to probation terms, how will you record those terms and identify adequate completion? Examples include paying restitution, completing a work program, performing community service, etc.

Restitution - ordered, amount paid, obligation completed will be collected.

Community Service Work – ordered, amount completed, obligation completed will be collected.

Program completion is not contingent upon completing probation, however, compliance with conditions of probation will be monitored.

23. On what basis will a subject be terminated from the Program and be deemed to have failed to complete the Program?

- Failure to meet necessary earned point totals and treatment goals required for residential program.
- Commission of serious criminal act while participating in the residential program.
- Failure to complete aftercare.
 - A. Continued non-compliance with conditions of probation.
 - B. Petition filed for new violent felony or misdemeanor offense.
 - C. Continued failure to cooperate with individualized treatment plan.

ATTACHMENT C

REGIONAL
FACILITY
PROJECTIONSMINORS
COMPLETING
TREATMENT

Month	exit custody	exit aftercare	follow up completed	Months of follow up	Program Cases
Aug-99	(Program operational 8/30/99)				
Sep-99	(6. minors in program by 9/30/99)				6
Oct-99	(11 minors in program by 10/31/99)				11
Nov-99	(18 minors in program by 11/30/99)				18
Dec-99	2				20
Jan-00	2				22
Feb-00	2				24
Mar-00	2				26
Apr-00	2				28
May-00	2				30
Jun-00	2	2			32
Jul-00	3	2			35
Aug-00	3	2			38
Sep-00	3	2			41
Oct-00	3	2			44
Nov-00	3	2			47
Dec-00	4	2	2	2	51
Jan-01	4	3	2	4	55
Feb-01	4	3	2	6	59
Mar-01	4	3	2	8	63
Apr-01	4	3	2	10	67
May-01	4	3	2	12	71
Jun-01	4	4	2	14	75
Jul-01	3	4	3	17	
Aug-01	3	4	3	20	
Sep-01	3	4	3	23	
Oct-01	3	4	3	26	
Nov-01	3	4	3	29	
Dec-01	3	4	4	33	
Jan-02		3	4	37	
Feb-02		3	4	41	
Mar-02		3	4	45	
Apr-02		3	4	49	
May-02		3	4	53	
Jun-02		3	4	57	
Jul-02			3	60	
Aug-02			15	75	
Sep-02				3 get 5 mos	
Oct-02				3 get 4 mos	
Nov-02				3 get 3 mos	
Dec-02				3 get 2 mos	
total	75	75	75	75	

